

# UNIVERSITY OF NORTH BENGAL



## **SYLLABUS FOR B.A. PROGRAMME COURSE IN EDUCATION**

**UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**(WITH EFFECT FROM THE ACADEMIC SESSION 2018-19)**

**University of North Bengal  
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**INTRODUCTION:**

The introduction of Choice Based Credit System is one such attempt towards improvement and bringing in uniformity of system with diversity of courses across all higher education institutes in the country. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising of core, elective, skill enhancement or ability enhancement courses. The courses shall be evaluated following the grading system, is considered to be better than conventional marks system. This will make it possible for the students to move across institutions within India to begin with and across countries for studying courses of their choice. The uniform grading system shall also prove to be helpful in assessment of the performance of the candidates in the context of employment.

**Syllabus for B.A. Programme Course in EDUCATION:**

In B.A. Programme Course there are **six semesters**. In the first four semesters of the Curriculum, there will be 8 Discipline Specific Core Courses (DSC), 4 from each of the two Discipline Specific Core Course Subjects [DSC 1 (Education) and DSC 2 (any subject other than Education)]; 4 Language Core courses (LCC1 and LCC2), 2 Ability Enhancement Compulsory Courses (AECC-1 and AECC-2); and 2 Skill Enhancement Courses (SEC-1). In the 5th and 6th semesters the students will be offered 4 Discipline Specific Elective Courses (DSE), 2 from each of the two Discipline Specific Elective Course subjects (DSE-1 and DSE2), 2 Skill Enhancement Courses (SEC-2) and 2 courses on Generic Elective (GE).

**DSE 1 and SEC 1 Course subject will be the same as DSC1 Course subject and DSE 2 and SEC 2 Course subject will be the same as DSC2 Course subject.**

**GE Course subject must be different from DSC1 and DSC2 course subject.**

**The syllabus for Generic Elective (GE) Course in Education offered to students of Other Honours Programme Courses (Excluding Education Honours) in their 1st and 2nd Semesters (or in their 3rd and 4th Semesters) will be same as the syllabus for GE offered to the Programme Course students at their 5th and 6th semesters.**

**A. TOTAL Number of courses in UG-CBCS (B.A. Programme):**

Types of course	Core course (CC)	Elective course		Ability Enhancement Course		TOTAL
		Discipline specific elective course (DSE)	Generic elective course (GE)	Ability Enhancement compulsory course (AECC)	Skill Enhancement course (SEC)	
No. of course	12	4	2	2	4	24
Credit/course	6	6	6	2	2	120

**TABLE-1: DETAILS OF COURSES OF B.A. (PROGRAMME) UNDER CBCS**

<b>S. No.</b>	<b>Particulars of Course</b>	<b>Credit Point</b>	
		<b>Theory +Practical</b>	<b>Theory +Tutorial</b>
<b>1.</b>	<b>Core Course: 14 Papers</b>		
<b>1.A.</b>	Core Course: Theory ( 12 papers)	12x4 = 48	12x5 = 60
<b>1.B.</b>	Core Course ( Practical/Tutorial)* ( 12 papers)	12x2 = 24	12x1 = 12
<b>2.</b>	<b>Elective Courses: (6 papers)</b>		
<b>A.</b>	DSE (6 papers for B.Sc./ 4 papers for B.A. & B.Com.)	6x4 = 24	4x5 = 20
<b>B.</b>	DSE(Pract./ Tutor.)* (6 papers for B.Sc./4 for B.A. &B.Com.)	6x2 = 12	4x1 = 4
<b>C.</b>	GE (Interdisciplinary) (2 papers for B.A. & B.Com.)	--	2x5 = 10
<b>D.</b>	GE (Pract./Tutor.)* (4 papers) (2 papers for B.A. &B.Com.)	--	2x1 = 2
<b>3. Ability Enhancement Courses</b>			
<b>A.</b>	AECC(2 papers of 2 credits each) ENVS, English Communication / MIL	2x2 = 4	2x2 = 4
<b>B.</b>	Skill Enhancement Course(SEC) (4 papers of 2 credits each)-----	4x2 = 8	4x2 = 8
<b>Total Credit:</b>		<b>120</b>	<b>120</b>

**TABLE-2:SEMESTER WISE DISTRIBUTION OF COURSES & CREDITS IN B.A. PROGRAMME**

<b>Courses/ (Credits)</b>	<b>Sem.-I</b>	<b>Sem.-II</b>	<b>Sem.-III</b>	<b>Sem.-IV</b>	<b>Sem.-V</b>	<b>Sem.-Vi</b>	<b>Total No. of Courses</b>	<b>Total credit</b>
<b>CC-1,2 (6)</b>	2(1A,2A)	2 1B,2B)	2 (1C,2C)	2 (1D,2D)			8	48
<b>Language CC - 1,2 (6)</b>	1 (L <sub>1</sub> -1)	1 (L <sub>2</sub> -1)	1 (L <sub>1</sub> -2)	1 (L <sub>2</sub> -2)			4	24
<b>DSE (6)</b>	-	-	-	-	2(1A,2A)	2 (1B,2B)	4	24
<b>GE (6)</b>					1(GE-1)	1(GE-2)	2	12
<b>AECC (2)</b>	1	1					2	04
<b>SEC (2)</b>			1	1	1	1	4	08
<b>Total No. of Courses/ Sem.</b>	4	4	4	4	4	4	24	--
<b>Total Credit /Semester</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>--</b>	<b>120</b>

❖ **COURSE CODE & COURSE TITLE:****A. Discipline Specific Core courses (DSC)**

1. EDU-P- DSCCore-T-1:	Philosophical Foundation of Education
2. EDU-P- DSCCore-T-2	Psychological Foundation of Education
3. EDU-P- DSCCore-T-3:	Sociological Foundation of Education
4. EDU-P- DSCCore-T-4:	Historical foundation of Education

**B. Discipline specific elective courses (DSE)**

1. EDU-P-DSE-T-1/2(A):	Value Education
2. EDU-P-DSE-T-1/2(B):	Comparative Education
3. EDU-P-DSE-T-1/2(C):	Distance Education
4. EDU-P-DSE-T-3/4(A):	Guidance & Counseling
5. EDU-P-DSE-T-3/4(B):	Measurement and Evaluation in Education
6. EDU-P-DSE-T-3/4(C):	Great Educators

**C. Generic elective courses (GE):**

1. EDU-P-GE-T-1(A):	Lifelong Learning and Education
2. EDU-P-GE-T-1(B):	Gender & Society in Educational Context
3. EDU-P-GE-T-2(A):	Yoga Education
4. EDU-P-GE-T-2(B):	Human Rights Education

**D. Ability enhancement compulsory courses (AECC)**

1. AECC-1:	Environmental Education
2. AECC-2:	English/ MIL Communication

**E. Skill enhancement courses (SEC)**

1. EDU-P-SEC-T-1(A):	Statistical Analysis
2. EDU-P-SEC-T-1(B):	Computer Application
3. EDU-P-SEC-T-2(A):	Community Development
4. EDU-P-SEC-T-2(B):	Lesson Planning

**Detailed Course Structure for B.A. Programme Course in Education**

Semester-I	Semester - II
<b>Discipline Specific Core-1 (DSC-1)</b> <b>Paper 1: Philosophical foundation of Education</b>	<b>Discipline Specific Core-1 (DSC-1)</b> <b>Paper 2: Psychological foundation of Education</b>
Discipline Specific Core -2 (DSC-2) ## Paper 1:	Discipline Specific Core -2 (DSC-2) ## Paper 2:
Language Core Course (LCC-1) Paper-1: Bengali/Sanskrit/Nepali/Hindi	Language Core Course (LCC-2) Paper-1: English
Ability Enhancement Compulsory Course (AECC-1): ENVS	Ability Enhancement Compulsory Course (AECC-2): English/ MIL Communication

Semester-III	Semester-IV
<b>Discipline Specific Core-1 (DSC-1)</b> <b>Paper 3: Sociological foundation of Education</b>	<b>Discipline Specific Core-1 (DSC-1)</b> <b>Paper 4: Historical foundation of Education</b>
Discipline Specific Core -2 (DSC-2) ## Paper 3:	Discipline Specific Core -2 (DSC-2) ## Paper 4:
Language Core Course (LCC-1) Paper-2: Bengali/Sanskrit/Nepali/Hindi	Language Core Course (LCC-2) Paper-2: English
Skill Enhancement Course (SEC-1) Paper-1: (A) Statistical Analysis Or (B) Computer Application	Skill Enhancement Course (SEC-1) Paper-2: (A) Community Development Or (B) Lesson Planning

Semester-V	Semester-VI
<b>Discipline Specific Elective (DSE-1)</b> <b>Paper-1: (Select any one)</b> (A) Value Education (B) Comparative Education (C) Distance Education	<b>Discipline Specific Elective (DSE-1)</b> <b>Paper-2: (Select any one)</b> (A) Measurement and Evaluation in Education (B) Guidance & Counseling (C) Great Educators
Discipline Specific Elective (DSE-2) ## Paper-1	Discipline Specific Elective (DSE-2) ## Paper-2
Generic Elective Course (GE)** Paper-1 (choose from pool of Generic Electives) 1(A)/1(B)	Generic Elective Course (GE)** Paper-2 (choose from pool of Generic Electives) 1(A)/1(B)
Skill Enhancement Course (SEC-2)## Paper-1: 1(A)/1(B)	Skill Enhancement Course (SEC-2)## Paper-2: 1(A)/1(B)

DSE 1 and SEC 1 Course subject will be the same as DSC1 Course subject and DSE 2 and SEC 2 Course subject will be the same as DSC2 Course subject.

## The Table presents the syllabus of DSC1/DSE1/SEC1 of the Programme course in Education. The same syllabus is applicable if Education is opted as DSC2/DSE2/ SEC2.

\*\*GE Course subject must be different from DSC1 and DSC2 course subject.

**Semester & Course wise credit distribution**  
**Scheme for B.A. Programme Course in Education**

SEME STER	COURSE TYPE	PAPER DESCRIPTION	CREDIT (L-T-P)	MARKS
<b>I</b>	<b>Discipline Specific Core (DSC-1) Paper-1</b>	<b>Philosophical foundation of Education</b>	<b>5-1-0</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-1		<b>5-1-0</b>	<b>75</b>
	Language Core Course (LCC-1) Paper-1	Bengali/Sanskrit/Nepali/Hindi	<b>5-1-0</b>	<b>75</b>
	Ability Enhancement Compulsory Course (AECC-1)	ENVS	<b>2-1-0</b>	<b>100</b>
<b>II</b>	<b>Discipline Specific Core (DSC-1) Paper-2</b>	<b>Psychological foundation of Education</b>	<b>5-1-0</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-2		<b>5-1-0</b>	<b>75</b>
	Language Core Course (LCC-2) Paper-1	English	<b>5-1-0</b>	<b>75</b>
	Ability Enhancement Compulsory Course (AECC-2)	English/MIL Communication	<b>2-0-0</b>	<b>50</b>
<b>III</b>	<b>Discipline Specific Core (DSC-1) Paper-3</b>	<b>Sociological foundation of Education</b>	<b>5-1-0</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-3		<b>5-1-0</b>	<b>75</b>
	Language Core Course (LCC-1) Paper-2	Bengali/Sanskrit/Nepali/Hindi	<b>5-1-0</b>	<b>75</b>
	<b>Skill Enhancement Course (SEC-1) Paper-1</b>	<b>(A) Statistical Analysis Or (B) Computer Application</b>	<b>2-0-0</b>	<b>75</b>
<b>IV</b>	<b>Discipline Specific Core (DSC-1) Paper-4</b>	<b>Historical foundation of Education</b>	<b>5-1-0</b>	<b>75</b>
	Discipline Specific Core (DSC-2) Paper-4		<b>5-1-0</b>	<b>75</b>
	Language Core Course (LCC-2) Paper-2	English	<b>5-1-0</b>	<b>75</b>
	<b>Skill Enhancement Course (SEC-1) Paper-2</b>	<b>(A) Community Development Or (B) Lesson Planning</b>	<b>2-0-0</b>	<b>75</b>
<b>V</b>	<b>Discipline Specific Elective Course (DSE-1) Paper-1</b>	<b>(A) Value Education Or (B) Comparative Education Or (C) Distance Education</b>	<b>5-1-0</b>	<b>75</b>
	<b>Discipline Specific Elective</b>		<b>5-1-0</b>	<b>75</b>

	Course (DSE-2) Paper-1			
	Generic Elective Course (GE) Paper-1		5-1-0	75
	Skill Enhancement Course (SEC-2) Paper-1		2-0-0	75
VI	Discipline Specific Elective Course (DSE-1) Paper-2	(A) Measurement and Evaluation in Education Or (B) Guidance & Counseling Or (C) Great Educators	5-1-0	75
	Discipline Specific Elective Course (DSE-2) Paper-2		5-1-0	75
	Generic Elective Course (GE) Paper-2		5-1-0	75
	Skill Enhancement Course (SEC-2) Paper-2		2-0-0	75
	<b>Total</b>		<b>120</b>	<b>1800</b>

**DSC: Discipline Specific Core**

**LCC1: Language Core Course 1**

**LCC2: Language Core Course 2**

**AECC: Ability Enhancement Compulsory Course**

**SEC: Skill Enhancement Course**

**DSE: Discipline Specific Elective**

**GE: Generic Elective**

**L = Lecture, T = Tutorial, P = Practical,**

**Total Marks 75. Out of 75, 5 for attendance, 10 for IA (Internal Assessment) and 60 for SEE (Semester End Examination).**

**\*Instructions for Internal Assessment: 1. Submission of Term Paper and Viva Voce, 2. Written Test.**

**Question Pattern:**

**For 60 Marks:**

S.L. No.	Question to be answer	Out of	Marks of each question	Total Marks
1.	4	6	3	4 X 3 = 12
2.	4	6	6	4 X 6 = 24
3.	2	4	12	2 X 12 = 24

**For 40 Marks:**

S.L. No.	Question to be answer	Out of	Marks of each question	Total Marks
1.	5	8	1	5 X 1 = 5
2.	3	5	5	3 X 5 = 15
3.	2	4	10	2 X 10 = 20



# **CBCS CURRICULUM OF B.A. IN EDUCATION (PROGRAMME)**

**B.A. Education (Programme)**

**SEMESTER-I**

**EDU-P-DSC-1(PAPER-1): Philosophical Foundation of Education**

**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Explain the meaning, nature, scope and aims of education.
- Discuss the meaning and scope of educational philosophy.
- Explain the factors of education and their relationships.
- Explain the concept of Democracy, Socialism and Secularism.
- State the educational philosophies of Swami Vivekananda, Rabindranath Tagore, Rousseau, Dewey.

**Unit-I: Concept, Scope, Aim of Education & Educational Philosophy:**

- a) Meaning, Nature and scope of Education.
- b) Individualistic and socialistic aim.
- c) Delor's commission (UNESCO, 1997)
- d) Meaning and scope of educational Philosophy; Relation between education and philosophy.

**Unit-II: Factors of Education: their inter-relationship.**

- a) Child: Meaning and characteristics of child centric education system.
- b) Teacher: Qualities and duties of a good teacher.
- c) Curriculum: Meaning and principles of curriculum construction. Co-curricular activities.
- d) School: vision and functions.

**Unit-III: School of Philosophy and national values**

- a) Western School of Philosophy: Idealism, Naturalism, Pragmatism: special reference to principles, aims of education, curriculum, teaching method, teacher, discipline.
- b) Inculcation of National Value: Democracy, Equality

**Unit-IV: Great Educators and their educational philosophy**

- a) Swami Vivekananda, Rabindranath Tagore.
- b) Rousseau, Dewey.

**Suggested Book:**

1. J. C. Aggarwal- Theory and Principles of education
2. J. C. Aggarwal - Philosophical and Sociological bases of Education
3. S. P. Chaube & A. Chaube – Foundations of Education
4. K. K. Shrivastava- Philosophical Foundations of Education
5. A. P. Sharma – Indian and Western Educational Philosophy
6. S. S. Ravi – A Comprehensive Study of Education
7. M. Sharma – Educational Practices of Classical Indian Philosophies
8. S. S. Chandra & R. K. Sharma- Philosophy of Education
9. N. Arora – Educational Philosophy
10. M. K. Goswami- Educational Thinkers: Oriental and Occidental, Thoughts and Essays
11. B. R. Purkait – Great Educators

**Bengali Reading:**

12. S. Roy- Sikshatatto o Siksha Darshan
13. Archana Banerjee - Shikshatotto o Shikshaniti
14. Dibendu Bhattacharjee – Siksha o Darshan
15. Bibhuranjan Guha – Shikshaipathikrit
16. Gour Das Haldar o Prasanto Sharma - Shikshatotto o Shikshaniti
17. Jagadindra Mandal- Shiksha Darshan o Shiksha Biggyan
18. Babi Dutta, Debika Guha - Shiksha Darshan o DarsonikderAbodan

19. সুশীল রায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
20. অরুণ ঘোষ - শিক্ষাবিজ্ঞানের দর্শন ও মূলতত্ত্ব
21. অর্চনা বন্দোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
22. দিব্যেন্দু ভট্টাচার্য্য - শিক্ষা ও দর্শন
23. গৌর দাস হালদার এবং প্রশান্ত শর্মা- শিক্ষাতত্ত্ব ও শিক্ষানীতি
24. নিভুরঞ্জন গুহ - শিক্ষায় পথিকৃৎ

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**B.A. Education (Programme)**  
**SEMESTER-I**  
**OTHER-P-DSC-2(PAPER-1):**  
**Core Course; Credit-6. (72 Lectures), Full Marks-75**

**B.A. Education (Programme)**  
**SEMESTER-I**  
**: Language1-1(LCC-1) Paper- 1**  
**(Bengali/ Sanskrit/ Nepali / Hindi)**  
**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**COMMON SYLLABUS**

**B.A. Education (Programme)**  
**SEMESTER-I**  
**AECC-1: Environmental Education**  
**Ability enhancement compulsory Course; Credit-2. Full Marks-100**

**COMMON SYLLABUS**

**B.A. Education (Programme)**  
**SEMESTER-II**  
**EDU-P-DSC-1(PAPER-2): Psychological Foundation of Education**  
**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Explain the concept, nature, scope and uses of Psychology in education.
- Explain the influence of growth and development in education.
- Describe the meaning and concept of learning, its theories and factors.
- Explain the application of learning theories in classroom situation.
- Discuss the concept and theories of intelligence and creativity.
- Explain the concept and development of personality.

**Unit-I: Educational Psychology and Development**

- a) Definition, Nature and Scope; Distinction between Psychology and educational Psychology.
- b) Growth and Development: Stages and aspects of development in human life; Physical, Social, Emotional, Cognitive and Language development of Infancy, Childhood and Adolescence period and their educational implication.

**Unit-II: Learning**

- a) Definition and characteristics of Learning; Factors influencing learning
- b) Theories of learning: Classical and Operant conditioning, Trial and Error and Insightful Learning.
- c) Attention & Interest: Factors of Attention and Relation between Attention and Interest.
- d) Memorization: LTM, STM. Principles of economy involved in Memorization; Causes of Forgetting.

**Unit-III: Intelligence**

- a) Intelligence: Definition; Theories of Intelligence- Spearman, Thurstone, Guilford; Measurement of Intelligence: Terman Merrill Test, Dearborn Form Board Test

**Unit-IV: Personality**

- a) Definition, Theories – Types and Trait; Concept of Individual differences in classroom.

**Suggested Books:**

1. S. K. Mangal- Essentials of Educational Psychology
2. J. C. Aggarwal- Essentials of educational Psychology
3. S. K. Mangal - Advanced Educational Psychology
4. S.S. Chauhan- Advanced Educational Psychology
5. A. Woolfolk -Educational Psychology
6. J. W. Santrock -Educational Psychology

7. E. b. Hurlock -Child Development
8. L. E. Berk - Child development
9. B. N. Dash & N. Dash –A Test Book of Educational Psychology

**Bengali Readings:**

10. S. Roy – Shiksha Monobidya
11. Arun Ghosh - Shiksha Monobidya
12. PromodhBandhu Sengupta and P. Sarma - Shiksha Monobidya
13. Bijan Sarkar – Shikhan o Shikshan
14. Kalpana Sen Barat and Kanika Chowdhury - Shiksha Monoboiganicivitti
15. Pranab Kumar Chakraborty – Shiksha Monobiggyanerruprekha
16. Paul, Dhar, Das, Banerjee- Pathadan o ShikhanerManojtatto
17. Bijan Sarkar – Sishu o Bikash
18. সুশীল রায় - শিক্ষা মনোবিদ্যা
19. অরুণ ঘোষ - শিক্ষা মনোবিদ্যা
20. প্রমোদবন্ধু সেনগুপ্ত এবংপ্রশান্ত শর্মা- শিক্ষা মনোবিদ্যা
21. বিজন সরকার - শিখন ও শিক্ষন
22. কল্পনা সেনবরাট এবং কনিকা চৌধুরী - শিক্ষার মনোবৈজ্ঞানিক ভিত্তি
23. প্রনবকুমার চক্রবর্তী- শিক্ষা মনোবিজ্ঞানের রূপরেখা

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**B.A. Education (Programme)**  
**SEMESTER-II**  
**OTHER-P-DSC-2(PAPER-2): \_\_\_\_\_**  
**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**B.A. Education (Programme)**  
**SEMESTER-II**  
**Language2 Core Course -2(LCC-2)**  
**Paper- 1: English**  
**Core Course; Credit-6. (72 Lectures),Full Marks-75**

**COMMON SYLLABUS**

**B.A. Education (Programme)**  
**SEMESTER-II**  
**AECC-2 English/ MIL Communication**  
**Core Course; Credit-6. Full Marks-50**

**COMMON SYLLABUS**

**B.A. Education (Programme)**

**SEMESTER-III**

**EDU-P-DSC-1(PAPER-3): Sociological Foundation of Education**

**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Discuss the meaning, nature and scope of Educational sociology and Relation between education and sociology
- Describe the social factors and their relation to Education.
- Define social groups, socialization and Social Institution and Agencies of Education.
- Explain the Social change and its impact on Education.

**Unit-I: Educational Sociology**

- a) Meaning, nature and scope of Educational sociology.
- b) Relation between education and sociology.
- c) Concept of Educational Sociology and Sociology of Education.

**Unit-II: Social factor and Education**

- a) Culture: Concept, role of education in culture, cultural lag.
- b) Meaning of Human Resource Development and its significance in the present society.

**Unit-III: Social groups and education**

- a) Social groups (Primary, Secondary and Tertiary)
- b) Socialization: Meaning, process and factors of socialization, role of the family and school.
- c) Social Institution and Agencies of Education: (a) Family, (b) School, (c) State, (d) Mass media and (d) Religion

**Unit-IV: Social change and Education**

- a) Social change: Its definition, characteristics, factors, Constraints and education as an instrument of social change.
- b) Education and Social Mobility.
- c) Education for Socially and Economically backward classes, disadvantaged section of Indian society (SC, ST, OBC, Women)

**Suggested Book:**

1. J. C. Aggarwal - Philosophical and Sociological bases of Education
2. Y. K. Sharma – Sociological Philosophy of Education
3. Sharma – Sociological Philosophy of Education
4. S. S. Ravi – A Comprehensive Study of Education

**Bengali Reading:**

5. S. Roy- Sikshatatto o Siksha Darshan
6. Archana Banerjee - Shikshatotto o Shikshaniti
7. Dibendu Bhattacharjee – Siksha o Samajtatto
8. Sonali Chakraborty – ShiksharSamajBaigganikvitti
9. Bishnupada Nanda – ShikshashroyeeSamajtatto

10. Anadi Kumar Mahapatra – Samajtatto
11. Manjusha Tarafder - Shikshashroyee Samajbiggyan
12. Shyama Prasad Chattaraj – Shikshamukhibiggyan
13. Parimal Bhushan – Samajtatto

১৪. সুশীলরায় - শিক্ষাতত্ত্ব ও শিক্ষাদর্শন
১৫. অর্চনা বন্দোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি
১৬. দিব্যেন্দু ভট্টাচার্য্য - শিক্ষা ও সমাজতত্ত্ব
১৭. সোনালী চক্রবর্তী-শিক্ষারসমাজ বৈজ্ঞানিক ভিত্তি
১৮. বিষ্ণুপদ নন্দ - শিক্ষাশ্রয়ী সমাজতত্ত্ব
১৯. অনাদি কুমার মহাপাত্র - বিষয় সমাজতত্ত্ব
২০. মঞ্জুশা তরফদার - শিক্ষাশ্রয়ী সমাজ বিজ্ঞান
২১. শ্যামাপ্রসাদ চট্টরাজ - শিক্ষামুখী সমাজবিজ্ঞান
২২. পরিমলভূষণ - সমাজতত্ত্ব

**B.A. Education (Programme)**

**SEMESTER-III**

**OTHER-P-DSC-2(PAPER-3):** \_\_\_\_\_

**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**B.A. Education (Programme)**

**SEMESTER-III**

**: Language1-1(LCC-1) Paper- 2**

**(Bengali/ Sanskrit/ Nepali / Hindi)**

**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**COMMON SYLLABUS**

**B.A. Education (Programme)**  
**SEMESTER-III**  
**Skill Enhancement Course**  
**Paper- 1**  
**Choose any one**

**(A) Educational Statistics OR (B) Computer Application**

**(A) EDU-P-SEC-T-1(A): Educational Statistics**  
**Skill Enhancement Course; Credit-2. (30 Lectures)**

Full Marks-75 [Theory – 40, Practical – 20 (Spot evaluation: 10, Practical Note book: 5, Viva Voce 5)]

**Course Objectives:**

After completion of the course the learners will be able to:

- Explain the concept of central tendency, variability and their properties
- Discuss the concept of Percentile and Percentile Rank and its application.
- Describe the concept of co-relation and their application
- Explain the concept of Parametric and Non-Parametric Test
- Apply the knowledge and calculate different statistical values

**Unit-I: Descriptive Statistics**

- a) Meaning of Central Tendency- Mean, Median and Mode-their Properties, Calculation and Application.
- b) Measure of Variability- Range, AD, SD and QD- their Properties, Calculation and Application)
- c) Percentile and Percentile Rank- Definition, Calculation, Application, Graphical Determination.

**Unit-II: Relationship and Inferential Statistics**

- a) Correlation: Concept, Types.
- b) Concept of Coefficient of Correlation – Computation of Co-efficient of Correlation using Product moment method, Interpretation of Co-efficient of Correlation.
- c) Concept of Coefficient of Correlation – Computation of Co-efficient of Correlation using Rank Difference Method, Interpretation of Co-efficient of Correlation
- d) Parametric and Non-Parametric Test- (only Concept and Uses).

**Unit-III: Concept of Normal distribution**

- a) Concept of NPC, its properties and uses
- b) Skewness and Kurtosis

**Practical:**

**(Students have to collect raw scores from school(s) of their preference and compute the statistical calculation on the obtained data)**



Calculate - Mean, Median and Mode; Range, AD, SD & QD; PP, PR; Co-relation; Standard score & Z score from different frequency distribution.

- a. Graphical Representation of Data (Pie diagram, Bar graph, Line graph, Histogram, Frequency Polygon, Ogive)
- b. Skewness and Kurtosis
- c. Concept of Z- Score , Calculation and use.

### **Suggested Books:**

- 1) S. K. Mangal- Statistics in Education and Psychology
- 2) A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
- 3) H.E. Garret- Statistics in Education and Psychology
- 4) R. A. Sharma- Mental Measurement and Evaluation
- 5) Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation

### **Bengali Books:**

- 6) Sushil Roy – Mulayan o NitiKoushal
- 7) Debashis Paul o Debashis Dhar – SikshaiParimap o Mulayan
- 8) PurnenduAcharjee – ShikshakethreMulayan o Nirdesona
- 9) Nurul Ishlam – ShikshiMulayanParimap
- 10) সুশীল রায় - মূল্যায়ন: নীতি ও কৌশল
- 11) দেবশিস পাল এবং দেবশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
- 12) পূর্ণেন্দু আচার্য -শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা
- 13) নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

**OR**

### **(B) Computer Application**

#### **EDU-P-SEC-T-1(B): Computer Application Skill Enhancement Course; Credit-2. (30 Lectures)**

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:5, Viva Voce 5)]

### **Course Objectives:**

After completion the course the learners will be able to:

- Explain the beginning, basic editing, templates by using MS word
- Work with Graph, Pictures. Tables by using MS word
- Work with Desktop Publishing, Mail Mergeby using MS word
- Discuss about the Proofing, Printing, Publishing, Comparing, Merging and Protecting Documentsby using MS word

- Activate Power Point, uses of Themes and Layouts
- Insert Text, WordArt, Graphics, Animations, sounds
- Apply Edit, save, print and publish by using MS Power Point

#### **Unit-I: MS word – features and uses**

- a) Beginning to use Microsoft word
- b) Basic Editing
- c) Templates
- d) Tables
- e) Desktop Publishing
- f) Proofing, Printing and Publishing
- g) Comparing, Merging and Protecting Documents

#### **Unit-II: MS Power Point- features, animation and uses**

- a) Activating Power Point
- b) Using Themes and Layouts
- c) Inserting Text and Using WordArt
- d) Inserting Graphics
- e) Working with Animations
- f) Sounds
- g) Editing, Saving, Printing and Publishing Tools

#### **Practical:**

1. Creating different texts, tables, etc. using MS Word.
2. Creating a slideshow for taking a class of any standard

#### **Suggested Books:**

- 1) Fundamentals of Computers by [V. Rajaraman, Prentice Hall India Pvt., Limited](#)
- 2) Windows 10 Bible by Wiley Publication
- 3) Microsoft Excel Functions & Formulas by BPB Publication
- 4) Microsoft Office Complete Reference by Tata McGraw Hill Publication

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**B.A. Education (Programme)**  
**SEMESTER-IV**  
**EDU-P-DSC-1(PAPER-4): Historical Foundation of Education**  
**Core Course; Credit-6.(72 Lectures), Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Explain the development of education in India in historical perspectives.
- Discuss the British Indian education system.
- Explain the significant points of selected educational documents and report of ancient, medieval and British India.
- Describe the Constitutional Provision of Education.
- Discuss the contributions of Education Commission in post Independent India.
- Explain the National Policy on Education and National Education System.
- Explain the Functions of Some Major Educational Organization in India.

**Unit-I: Education in 19<sup>th</sup> Century in India**

- a) Charter Act of 1813 and its educational significance
- b) Macaulay Minuets- (1835)- its educational significance
- c) Bengal Renaissance- Contribution of Raja Rammohan Roy, Derozio and Vidyasagar.
- d) Wood's Despatch (1854) and its impact on education.
- e) Indian Education Commission (1882-83) and its impact of education.

**Unit-II: Education in 20<sup>th</sup> Century in India (1901-1944)**

- a) Educational reformer Lord Curzon
- b) National education movement- Causes, Phases and Importance in Education.
- c) Basic Education- Concept, characteristics, merits and demerits.
- d) Sargent Plan Report (1944)-  
Pre-primary education, Primary education, Secondary education, Vocational & Technical education.

**Unit-III: Education in Post Independence India**

- a) University Education Commission (1948-49)  
-Aims and Objective, Rural University Examination System, Teacher and Teaching Education, Vocational Education, Women Education.
- b) Secondary Education Commission (1952-53)  
-Structure of Education system, Aims and Objective, Curriculum and Evaluation system and Language Policy
- c) Indian Education Commission (1964-66)  
- Structure of Education system, Aims and Objective, Curriculum, Language Policy, Exam System and Teacher Education, Equality in Educational Opportunity.
- d) Ashoke Mitra Commission (1991-92)  
- Recommendations Regarding Primary and Secondary Education.

**Unit-IV: National Policy on Education**

- a) National Policy on Education (1986)  
-National System of Education, Equality in Education, ECCE, Operation Black Board, Navodaya Vidyalaya.
- b) Revised National Policy on Education-1992. (Janardan Reddy Committee)

**Suggested Books:**

1. B. R. Purkait- Milestones of Modern Indian Education
2. J. C. Aggarwal - Landmarks in the History of Modern Indian Education
3. S. S. Ravi – A Comprehensive Study of Education
4. J. P. Banerjee – Education in India: Past, Present and Future
5. S. P. Chaube & A. Chaube – Education in Ancient and Medieval India
6. B. K. Nayak- History Heritage and Development of Indian Education
7. B. N. Dash –History of education in India

**Bengali Reading:**

8. Gour Das Halder and Prosanta Sharma – Adhunik Bharatiya Shiksha
9. Arun Ghosh – Adhunik Bharatiya Shiksha Itihas
10. Ranjit Ghosh – Jugejuge Bharater Shiksha
11. Sushil Roy- Bharater Shiksha o Shiksha Bharatayan
12. Subimal Mishra – Bharatiya Shiksha Itihas .
13. Bhakti Bhushan Bhakta – Bharatiya Shiksha Ruprekha
14. J. P. Banerjee –Bharatiya Shiksha Itihas
১৫. গৌর দাস হালদার এবং প্রশান্ত শর্মা- আধুনিক ভারতীয় শিক্ষার বিকাশ
16. অরুন ঘোষ -আধুনিক ভারতীয় শিক্ষার ইতিহাস
17. রঞ্জিত ঘোষ- আধুনিক ভারতীয় শিক্ষার রূপরেখা
18. সুশীলরায় - ভারতের শিক্ষা ও শিক্ষার ভারতায়ন
19. সুবিমল মিশ্র- ভারতীয় শিক্ষার ইতিহাস
20. ভক্তি ভূষণ ভট্টা-ভারতীয় শিক্ষার রূপরেখা
21. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- ভারতীয় শিক্ষার ইতিহাস
22. জ্যোতিপ্রসাদ বন্দ্যোপাধ্যায়- আধুনিক ভারতের শিক্ষার বিবর্তন

**B.A. Education (Programme)**

**SEMESTER-IV**

**OTHER-P-DSC-2(PAPER-4): Core Course; Credit-6.(72 Lectures), Full Marks-75**

**B.A. Education (Programme)**

**SEMESTER-IV**

**: Language Core Course-2 (LCC-2)**

**Paper- 2 English**

**Core Course; Credit-6. (72 Lectures), Full Marks-75**

**COMMON SYLLABUS**

**B.A. Education (Programme)**

**SEMESTER-IV**

**Skill Enhancement Course**

**Paper- 2**

**Choose any one**

**(A) Community Development OR (B) Lesson Planning**

**(B) EDU-P-SEC-T-2(A): Community Development  
Skill Enhancement Course; Credit-2. (30 Lectures)**

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:5, Viva Voce 5)]

**Course Objectives:**

Objectives:-

- To know the basic concept of community and its development
- To understand community group dynamics
- To understand the concept of equality, diversity, social justice within community
- To know community development programme in India

Unit:1 = Introduction to community Development

Meaning of community and community development

Characteristics of community development

Principles of community development

Unit: 2 = Community Group Dynamics

People's involvement in community group

Roles and relationship in community group

Factors affecting autonomy and inclusiveness of community groups

Unit:3 = Equality, Diversity, Social Justice within Communities

Diversity of communities

Impact of social inequality, diversity and injustice on communities

Role of reflection and learning in community development process

Unit: 4 = Community Development Programme in India

Objectives of community development in India

Importance of community development programme

List of Community Development Programme in India

**Practical: Undertaking a community development programme on a literacy programme**

**Suggested Books:**

1. Community Development in Action: Margaret Ledwith.
2. Community Development a Critical Approach: Margaret Ledwith.
3. First Steps in Community Center Development: Clarence Arthur Perry.

4. Community Center Activities : Clarence Artbur Perry.

### **(B) Lesson Planning**

#### **(B)EDU-P-SEC-T-2(B): Lesson Planning**

##### **Skill Enhancement Course; Credit-2. (30 Lectures),**

Full Marks-75 [Theory – 40, Practical – 20(Spot evaluation:10, Practical Note book:5, Viva Voce 5)]

#### **Course Objectives:**

After completion of the course the learners will be able to:

- Discuss the meaning and characteristics of Lesson Plan
- Explain the advantages of Lesson Plan
- Classify different Lesson Plans
- Explain the steps of constructing Lesson Plan
- Discuss the principles of Lesson Plan
- Develop Lesson Plan

#### **Unit-I: Concept of Lesson Planning**

- a) Definition & Meaning of Lesson Plan
- b) Characteristics of Lesson Plan
- c) Advantages of Lesson Plan

#### **Unit-II: Different aspects of Lesson Plan**

- a) Types of Lesson Plan
- b) Steps involved in Lesson Planning
- c) Principles of development of Lesson Plan

#### **Unit III: Teaching Skills and TLMs**

- a) Teaching Skills: Definition, Teaching skills according to NCERT
- b) Development of Teaching skills through simulation
- c) Edgar Dale's model, Classification of TLMs

#### **Practical:**

Preparation and Execution of Lesson Plan: (10 Lesson Plan to be prepared).

#### **Suggested Books:**

1. Sikshan o Siksha Prosango: Sushil Roy.

2. Lesson Plan : Suzanne Garrnberg,
3. Lesson Planning : Jontsan Savage,
4. Daily Lesson Plans: A Teacher's Manual, Walater Lowrie Hervey.

**B.A. Education (Programme)**  
**SEMESTER-V**  
**Discipline Specific Elective (DSE-1)**  
**Paper-1: (Select any one)**

- (A) Value Education  
(B) Comparative Education  
(C) Distance Education

**EDU-G-DSE-T-1(A): Value Education**  
**Discipline Specific Elective Course; Credit-6(72 Lectures). Full Marks-75**

**Course objectives:**

After end of this course learner will able to-

- Explain the meaning, nature, classify value and its reflection in Indian Constitution.
- Discuss the meaning, objectives and need of value Education
- Describe the role of value education through Curriculum, Co-curricular activities.
- Explain the meaning, advantages and disadvantage of Storytelling, Play-way method and Role plays.

**UNIT-I: Meaning and nature of Value**

- a) Value: Meaning and Nature
- b) Values enshrined in Indian constitution.
- c) Classification of values

**UNIT-II: Value Education**

- a) Value Education: concept and objective.
- b) Classification of Value Education (Social, Moral and Aesthetics)

**UNIT-III: Value Education in School**

- a) Value Education through Curriculum.
- b) Value Education through Co-Curricular Activities.
- c) Role of teachers to facilitate development of values among the learners.

**UNIT-IV: Strategies of value education**

- a) Storytelling.
- b) Play-way Method.
- c) Role plays.

**Suggested Books:**

- 1) Diwahar, R. R., & Aggarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi Marg.
- 2) Fountain, S. (1999) Peace Education in UNICEF, Working Paper, Education Section, Programme Division, UNICEF, New
- 3) Aggarwal, J.C. (2010). *Education for Values, Environment and Human Rights*. New Delhi: Shipra Publications
- 4) Chadha, S. C. (2008). Education value & value education. Meerut: R.Lall Books Depot
- 5) Chakraborty, Mohit (2003); *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers. Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- 6) Mahakud, L. & Behera, S.K. (2013) (Edit.) Value Education: Dimensions and Approaches, S.B. Enterprise, Kolkata.
- 7) Passi, B. K., & Singh, P. (1999). Value education. Agra: Agra Psychological Corporation.
- 8) Ruhela, S.P. (ed.) (1986). *Human Values and Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- 9) Singh, Y. K. (2009). Value education. New Delhi: APH Publishing Corporation.
- 10) Sharma, Y.K. and Katoch, K.S. (2007) Education for Values, Environment and Human Rights, New Delhi: Deep & Deep Publications Pvt. Ltd.
- 11) Sharma, R. A. (2008). Human value of education. Meerut: R.Lall Books Depot.

OR

**B.A. Education (Programme)**

**SEMESTER-V**

**EDU-P-DSE-T-1(B): Comparative Education**

**Discipline Specific Elective Course; Credit-6 (72 Lectures). Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Discuss the meaning, nature, scope, importance, and methods of Comparative Education.
- Explain the concept of Universalization of Elementary and Secondary Education in UK & USA.
- Compare Indian Education system with USA
- Compare Indian Education system with UK

**Unit-I: Meaning, Nature, Scope, and Methods of Comparative Education**

- a) Meaning, nature, scope and importance of Comparative Education.
- b) Methods of Comparative Education:
  - i) Philosophical Method
  - ii) Historical Method
  - iii) Sociological Method
  - iv) Psychological Method
  - v) Scientific Method



## **Unit-II: Factors of Comparative Education:**

- a) Natural Factors: Historical, Racial, Linguistic and Social Factors.
- b) Spiritual Factors: Religious and Philosophical Factors.
- c) Secular Factors: Factor of Humanism, Socialism, Nationalism and Democracy.

## **Unit-III: Universalization of Elementary Education in UK & USA**

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Elementary Education System.

## **Unit-IV: Universalization of Secondary Education in UK & USA**

In relation to Structure, Aims and Objectives, Curriculum, Methodology, Evaluation system and Administration including finance and Comparison with Indian Secondary Education System.

### **Suggested Books:**

1. S. P. Chaube & A. Chaube – Comparative Education
2. R. N. Sharma- Comparative Education
3. Y. K. Sharma- Comparative Education
4. Nikholas Hanse - On Comparative Education

### **Bengali Reading:**

5. Debi Mukhopadhyaya – Tulonamulak Shiksha
6. Md. Abdus Samad - Tulonamulak Shiksha
7. Shyama Prosad Chattaraj – Shiksha deshe bidesh.

৮. দেবী মুখোপাধ্যায়- তুলনামূলক শিক্ষা
৯. মো: আব্দুসসামাদ- তুলনামূলক শিক্ষা
১০. শ্যামাপ্রসাদ চট্টরাজ- শিক্ষা দেশে বিদেশে

**OR**

**B.A. Education (Programme)**

**SEMESTER-V**

**EDU-P-DSE-T-1(C): Distance Education**

**Discipline Specific Elective Course; Credit-6 (72 Lectures). Full Marks-75**

### **Course Objectives:**

After completing of the course the students will be able to-

- Explain the meaning, characteristics, objectives, merits & demerits of distance & open education.
- Discuss the mode and strategies of distance education.
- Describe the relationship among Non-formal, Correspondence, Distance and Open Education.
- Discuss the present status of distance and open education in India.

- Explain the role of multi-media in Distance and Open Education.
- Discuss the problems and remedies of distance and open education in India.

**Unit I: Concept of Distance & Open Education**

- a) Meaning and definition of Distance Education.
- b) Characteristics and objectives of Distance Education.
- c) Merits and limitations of Distance Education.

**Unit II: Strategies of distance education**

- a) Mode and strategies of Distance Education.
- b) Concept of Non-formal Education: Correspondence, Distance and Open Education.

**Unit III: Status of open and distance education in India**

- a) Present state of Distance and Open Education in India.
- b) Role of multi-media in Distance and Open Education.
- c) Application of technology in Distance education. Communication and educational technology: Components of Communication process, role of communication in effective teaching-learning process, Factors affecting classroom communication.

**Unit IV: Problems and remedies of distance and open education in India**

- a) Salient features of the Indira Gandhi National Open University (IGNOU) and National Open School.
- b) Problems of Distance and Open Education in India.
- c) Measures for strengthening Distance and Open Education in India.

**Suggested Reading:**

- 1) S.S. Ravi – A Comprehensive Study of Education
- 2) R.P. Pathak – Development and Problems of Indian Education
- 3) B.K. Nayak – Modern Trends and Issues in Education of India

**Bengali Reading:**

- 4) Dulal Mukhopadhyay, Bijon Sarkar, Tarini Halder, Abhijit Kumar Paul – Bharater Shikshachalamanghatanabali
- 5) Tarini Halder, Binayak Chandra and Sushanta Barman – Shiksha o Unnayan
- 6) Tarini Halder, Binayak Chandra – Samakalin Bharatbarsha o Shiksha.
- 7) দুলাল মুখোপাধ্যায়, বিজন সরকার, তারিনি হালদার এবং অভিজিৎ কুমার পাল- ভারতের শিক্ষার চলমান ঘটনাবলী
- 8) তারিনি হালদার, বিনায়ক চন্দ্র এবং সুশান্ত কুমার বর্মান - শিক্ষা ও উন্নয়ন
- 9) তারিনি হালদার ও বিনায়ক চন্দ্র - সমকালীন ভারতবর্ষ ও শিক্ষা

**B.A. Education (Programme)**  
**SEMESTER-V**  
**Discipline Specific Elective (DSE-2) ##**  
**Paper-1**  
**Credit-6 (72 Lectures). Full Marks-75**

**B.A. Education (Programme)**  
**SEMESTER-V**  
**Generic Elective Course (GE)\*\***  
**Paper-1**  
**(Choose from pool of Generic Electives)**  
**Credit-6 (72 Lectures). Full Marks-75**

**B.A. Education (Programme)**  
**SEMESTER-V**  
**Skill Enhancement Course (SEC-2)##**  
**Paper-1**  
**Credit-2 Full Marks-75**

**B.A. Education (Programme)**  
**SEMESTER-VI**  
**Discipline Specific Elective (DSE-1)**  
**Paper-2: (Select any one)**

- (A) Measurement and Evaluation in Educational**  
**(B) Guidance and Counseling**  
**(C) Great Educators**

**EDU-P- DSC -T 2(A) - : Measurement and Evaluation in Educational**  
**Core Course; Credit-6. Full Marks-75**

**Course Objectives:**

After completion of the course the learners will be able to:

- Discuss the concepts, scope and need of measurement and evaluation
- Explain the relation between Evaluation & Measurement and scale of Measurement
- Describe basic concept of Statistics
- Organize and tabulate data
- Explain different types of measuring scales and their uses in education
- Describe different types of Tools and Techniques in the field of Education.
- Elaborate the concept and methods of validity, reliability and norms and their importance in educational measurement.
- Explain different type of Evaluation process

**Unit-I: Measurement and Evaluation in Education**

- a) Concept, Scope and Need of Evaluation; Relation between Evaluation and Measurement.

- b) Scales of Measurement- Nominal, Ordinal, Interval and Ratio.

### **Unit-II: Educational Statistics**

- a) Concept, Scope and Need of Educational Statistics
- b) Concept of raw data, score, frequency distribution, range, variable.
- c) Organization and Tabulation of Data- Frequency distribution table

### **Unit-III: Tools and Techniques of Evaluation**

- a) Tools:
  - Tests – Essay type and Objective type: Characteristics, Advantages and Disadvantages
  - Personality Test- Rorschach Ink Blot Test, Thematic Apperception Test (TAT)
  - Interest Test- Kuder Richardson Test
- b) Techniques:
  - Observation, CRC, Interview and Questionnaire.
- c) Characteristics of a good test:
  - Validity- Concept Causes of low Validity, Types, Determiners
  - Reliability- Concept, Characteristics, Causes of low Reliability, Determiners of Reliability, Various techniques.
  - Objectivity- Concept, Characteristics
  - Norms- Concept, Types and their uses.

### **Unit-IV: Evaluation Process**

- a) Evaluation Process: Concept, Types (Formative and Summative)
- b) Concept of Norm-Referenced Test and Criterion Referenced Test.
- c) Concept of Gradation and Credit system.

### **Suggested Readings:**

1. S. K. Mangal- Statistics in Education and Psychology
2. A. K. Singh – Test, Measurement and Research Methods in Behavioural Sciences
3. H.E. Garret- Statistics in Education and Psychology
4. R. A. Sharma- Mental Measurement and Evaluation
5. Y. P. Aggarwal- Statistics Methods Concepts, Application and Computation
6. Asthana, Bipin (2016). Measurement and Evaluation in Psychology and Education. Amazon Publication.
7. Asthana, Bipin (2016). Measurement Evaluation and Assessment in Education. Amazon Publication.
8. Puvvada George Raja Kumar (2012). Measurement and Evaluation in Education And Psychology. APH Publishing Corporation.
9. Radha Mohan (2016). Measurement, Evaluation and Assessment in Education. Amazon Publication.
10. Singh, A. K. (2009). Tests, Measurements and Research Methods in Behavioural Sciences. Bharati Bhawan, New Delhi.

11. Sukla, S. P., & Others (1974). Elements of Educational Research. (3rd edition), Bombay: Allied Publishers.
12. Vidya Sagar, J. (2016). Measurement and Evaluation in Education. Amazon Publication. □

### **Bengali Reading:**

13. Sushil Roy – Mulayan o NitiKoushal
14. Debashis Paul and Bebashis Dhar – ShikshaiParimap o Mulayan
15. PurnenduAcharjee – Shiksha khetreMulayan o Nirdesona
16. Nurul Ishlam - ShikshaiMulayanParimap
17. Arun Ghosh – Monoboiganikparimap o parishankha
  
18. সুশীল রায় - মূল্যায়ন: নীতি ও কৌশল
19. দেবশিস পাল এবং দেবশিস ধর- শিক্ষায় পরিমাপ ও মূল্যায়ন
20. পূর্ণেন্দু আচার্য -শিক্ষা ক্ষেত্রে মূল্যায়ন ও নির্দেশনা
21. নূরুল ইসলাম- শিক্ষায় মূল্যায়ন পরিমাপ

## **EDU-P-DSE-T-2(B): Guidance and Counseling Discipline Specific Elective Course; Credit-6. Full Marks-75**

### **Course Objectives:**

After completion of the course the learners will be able to:

- Explain the concept, nature, scope, types & importance of Guidance.
- Discuss the concept, nature, scope, types & importance of Counseling.
- Discuss different tools and techniques used in Guidance & Counseling.
- Identify the characteristics of diverse learner
- Explain the need of Guidance for diverse learner
- Explain the need of counseling for diverse learner

### **Unit-I: Concept of Guidance**

- a) Meaning, Nature, Scope, and Importance of Guidance.
- b) Different Types of Guidance-
  - i) Educational: Meaning, Characteristics, Purpose& Functions.
  - ii) Vocational: Meaning, Characteristics, Purpose& Functions.
  - iii) Personal: Meaning, Characteristics, Purpose & Functions.

### **Unit-II: Concept of Counseling**

- a) Meaning, Nature, Scope, and Importance of Counseling
- b) Techniques of Counseling-
  - i) Directive: Meaning, Characteristics, Steps.
  - ii) Non-directive: Meaning, Characteristics, Steps.
  - iii) Eclectic: Meaning, Characteristics, Steps.

- c) Characteristics of good Counselor.

### **Unit-III: Tools and Techniques of Guidance and Counseling**

- a) Basic data necessary for Educational Guidance- Pupils abilities, Aptitudes, Interests and Attitudes, Educational Attainments and Personality Traits.
- b) Tools of data collection: Adjustment Inventories, ARC.
- c) Difference between Guidance, Counseling and Teaching.

### **Unit-IV: Guidance and Counseling for Diverse Learners**

- a) Identification of Gifted, Slow learners, Learner with learning disabilities.
- b) Need of Guidance for diverse learners
- c) Need of Counseling for diverse learner

#### **Suggested readings:**

- 1) Sharma, A.R.-Guidance and Counselling.
- 2) Gibson- Guidance and Counselling.
- 3) NCERT- Guidance and Counselling
- 4) Chauhan, S.S.- Principles and Techniques of Guidance
- 5) Guidance and counseling in college and university - S K.Kochar
- 6) Milner, P.- Counselling in Education
- 7) Rao, S. N.-Counselling in Guidance

#### **Bengali Reading:**

- 1) Debashis Paul – Nirdesona o poramorshadan
- 2) Dr. Subir Nag o Gargi Dutta – SangotibidhaneNirdesona o poramorshadan
- 3) Dr. Bhim Chandra Mandal - Nirdesona o poramorshadanRuprekha
- 4) দেবশিষ পাল- নির্দেশনা ও পরামর্শ
- 5) ড. সুবীর নাগ ও গার্গী দত্ত- সংজ্ঞাবিধানে নির্দেশনা ও পরামর্শদান
- 6) ড. ভীম চন্দ্র মন্ডল- নির্দেশনা ও পরামর্শদানের রূপরেখা

### **EDU-P-DSE-T-2(C): Great Educators** **Discipline Specific Elective Course; Credit-6. Full Marks-50**

#### **Course Objectives:**

After end of this course learner will able to-

- Discuss the philosophies of great thinker of the east and west
- Explain the educational ideas of great thinker of the east and west

- Explain some experiments on education of eastern and western philosophers and thinkers
- Discuss the ideas of contemporary thinkers on education of eastern and western philosophers and thinkers

### **Unit – I: Indian Educators:**

Contribution of following great educators with special reference to Educational Philosophy, aims of education, Curriculum, Method of Teaching, Role of teacher & Relevance in Present day context.

- Sarvapalli Radhakrishnan.
- Shri Aurobinda.

### **Unit - II: Western Educators:**

Contribution of following great educators with special reference to Educational Philosophy, Aims of education, Curriculum, Method of Teaching Role of teacher & Relevance in Present day context.

- Bertrand Russell
- Madam Maria Montessori

### **Unit - III: Modern Thinkers on Education in India**

- a) Abul Kalam Azad
- b) Annie Besant
- c) Jiddu Krishnamurty

### **Unit- IV: Some Experiments of Great Educators on Education:**

- a) Viswabharati and Rabindranath Tagore
- b) Basic education and Gandhiji
- c) Kindergarten and Froebel
- d) Laboratory school and John Dewey

### **SUGGESTED READING:**

- 1) Aggarwal, J.C – Theory and Principles of education Philosophical and Sociological Bases of education
- 2) Mukherjee, K.K. – Some great educators of the world.
- 3) Purkait, B.R. – Great educators
- 4) Mukherjee, K.K. – Principles of education.
- 5) Banerjee, A – Philosophy and principles of education
- 6) Ravi, S – A comprehensive study of Education

### **Bengali Reading:**

- 7) Sushil Ray – Shiksha Tatta
- 8) Arun Ghosh – Shiksha Tatta & Shiksha Darshan.
- 9) Bihuranjan Guha – Shikshaya Pathikrit.
- 10) Gourdas Halder & Prasanta Sharma – Shiksha Tatta & Shiksha Niti.
- 11) A.K. Pal – Sikshadarshner Ruparekha
- 12) অর্চনা বন্দ্যোপাধ্যায় - শিক্ষাদর্শন ও শিক্ষানীতি

- 13) নিভুরঞ্জন গুহ - শিক্ষায়পথিকৃৎ  
14) সুশীল রায় টি ভারতর শিক্ষা ও শিক্ষার ভারতায়ন

**B.A. Education (Programme)**  
**SEMESTER-VI**  
**Discipline Specific Elective (DSE-2) ##**  
**Paper-2**  
**Credit-6 (72 Lectures). Full Marks-75**

**B.A. Education (Programme)**  
**SEMESTER-VI**  
**Generic Elective Course (GE)\*\***  
**Paper-2**  
**(Choose from pool of Generic Electives)**  
**Credit-6 (72 Lectures). Full Marks-75**

**B.A. Education (Programme)**  
**SEMESTER-VI**  
**Skill Enhancement Course (SEC-2)##**  
**Paper-2**  
**Credit-2 Full Marks-75**



## **Syllabus for Generic Elective Course**

**Course structure of Generic Elective (GE) in Programme Course in Semesters V and VI**

**And**

**Generic Elective (GE) for Other Honours Programme Courses (Excluding Education Honours) in Semesters I and II (or Semesters in III and IV)**

<b>Generic Elective (GE): Paper –I</b>	<b>Generic Elective (GE): Paper –II</b>
<b>[A] Lifelong Learning and Education or [B] Gender and Society in Educational Context</b>	<b>[A] Yoga Education or [B] Human Rights Education</b>

### **Generic Elective Courses (GE)**

#### **Paper -I**

**Choose any one**

**[A] Lifelong Learning and Education or [B] Gender and Society in Educational Context**

**[A] Lifelong Learning and Education: EDU-P-GE-T-1(A)**

**Full Marks: 75 Credit:**

**6 (72 Lectures)**

#### **Course Objectives:**

After completion of the course the learners will be able to:

- Explain the concept, characteristics, aims, nature, scope and need of Life Long Education
- Describe the different dimensions of Life Long Learning
- Explain the different teaching methods of Life Long Learning
- Explain the curriculum construction of Life Long Learning
- Discuss the Historical background of Life Long Learning
- Describe the different recommendations of different education commission on Life Long Learning.

#### **Unit-I: Concept of Life Long Learning**

- c) Meaning and definition of Life Long Learning and Adult Education
- d) Characteristics of Life Long Learning
- e) Aims of Life Long Learning
- f) Need or Importance of Life Long Learning.

## **Unit-II: Approaches of Life Long Learning**

- a) Dimensions of Life Long Learning
- b) Different teaching methods for Life Long Learning

## **Unit-III: Historical Background of Life Long Learning**

- d) Life Long Learning in Pre-Independence India
  - ✓ Life Long Learning in Ancient India
  - ✓ Life Long Learning in Medieval India
  - ✓ Life Long Learning in British India

b) Life Long Learning in Post-Independence India. ( Historical description from Independence to last twelve fifth year plan)

## **Unit-IV: Recommendations of different commission on Life Long learning**

- d) National Literacy Mission (NLM) – (1988)
- e) National Adult Education Program
- f) Problems & Prospects of Life Long Learning.

## **Suggested books:**

- Ravi, S.S.- A Comprehensive Study of Education
- Mukhopadhyaya, D.; Sarkar, B.; Halder, T.; & Pal, A.K. – Varater Shiksha Chalana Ghatanabali
- Mukhopadhyaya, D.; Halder, T. & Chanda, B.- Contemporary India and Education.
- Aggarwal, J.C.- Landmarks in the History of Modern Indian Education.
- Jarvis, P. Adult Education and Lifelong Learning.
- Knowles, M.S. The Modern Practice of Adult Education.
- Mayo, P.- Learning with Adults.
- Murriam, S.B. & Bierema, L.L. Adult Learning: Linking Theory and Practice.
- Murriam, S.B. & Grace, A.P. The Jossey-Bass Reader on Contemporary Issues in Adult Education.

**[B] Gender and Society in Educational Context EDU-P-GE-T-1(B)**

**Full Marks: 75**

**Credit: 6 (72 Lectures)**

**Objectives:**

- To understand the basic terms, concepts used in gender studies.
- To understand the gender discrimination in construction and dissemination of knowledge.
- To develop an awareness and sensitivity.

**Unit: 1 = Gender Concepts**

- Definition of Gender and difference with sex
- Gender Dynamics: Gender identity; Gender role and gender stereotype
- Social Construction of Gender

**Unit: 2 = Gender Socialization**

- Childhood, socialization and gender biases in the family and school
- Social Differentiation among women in educational context by caste, tribe, religion and region
- Gender discrimination in the management of the school and education system.

**Unit: 3 = Gender roles**

- Gender Roles and Relationships Matrix
- Gender based division and Valuation of Work
- Exploring Attitudes towards Gender

**Unit: 4 = Gender inequality in the schools**

- Gender inequality in the structure of knowledge
- Presentation of gender in the development of curriculum and text books.
- Dynamics of gender in the classroom in reference to girl friendly school, co-education and single sex schooling.

**Reading:**

1. Dr. Ujjwal Panda, Gender School and Society.
2. Dr. Bishnupada Nanda, Gender, School and Society (Bengali and English Version)
3. Dr. Madhumala Sengupta, Dr. Pintu Kumar Majhi, Dr. Rita Sinha Roy, Sikshai Lingo, Vidyalaya o Samaj.
4. Dr. S.C. Oberoi, Gender School and Society.
5. Nandita Deb, Gender Issues and Education in Modern Society.

**Generic Elective Courses (GE)**

**Paper -1**

**Choose any one**

**[A] Yoga Education or [B] Human Rights Education**

**[A] Yoga Education EDU-P-GE-T-2(A)**

**Full Marks: 75 Credit: 6 (72 Lectures)**

**Course Objectives:**

After completion of the course the learners will be able to:

- Explain the meaning, nature, aims and role of teacher of Yoga education
- Discuss different types of Yoga
- Express the guidelines of Yoga education
- Discuss the significance of Yoga Education
- Explain the historical background of Yoga Education
- Discuss the relationship among Yoga, Sankhya Philosophy and Bhagwat Gita
- Describe the need of Yoga for healthy life style

**Unit-I: Concept of Yoga Education**

- a) Meaning and definition of Yoga Education
- b) Nature & Characteristics of Yoga Education
- c) Aims of Yoga Education
- d) Role of teachers in implementing Yoga Education

**Unit-II: Different Approaches of Yoga Education**

- a) Types of Yoga Education
- b) General guidelines for performing Yoga Education
- c) Significance to Yogic texts in the context of schools of Yoga.

**Unit-III: Historical Background of Yoga Education**

- a) Historical background of Yoga Education
- b) Yoga Philosophy and Yoga Education
- c) Sankhya Philosophy and Yoga Education
- d) Yoga as reflected in Bhagwat Gita

**Unit-IV: Yoga and Health**

- a) Concept of health and health related Problems
- b) Need of Yoga for good health
- c) Yogic concept of healthy life style
- d) Yoga for reduction of stress

**Suggested Readings:**

- Swami Shivananda Yoga Asanas : Divine Life Society.
- Jha Vinay Kant (2015), Patanjali's Yoga Sutras.
- NCERT -Yoga Syllabus

- Raja Yoga-Vivekananda Swami-Adyar Publication, Madras
- NCTE-Yoga Education.
- NCTE- Yoga Education – Master of Education Programme.
- Bhakta, B.B.-VaratiyaShiksha R Ruparekha.

**[B] Human Rights Education EDU-P-GE-T-2(B)**

**Full Marks: 75 Credit: 6 (72 Lectures)**

Objectives:-

- To know the basic concept of human rights
- To know the role of United Nations and human rights
- To understand enforcement mechanism in India
- To know the role of advocacy groups

Unit:1 = Basic Concept of Human Rights

- Nature and concept of Human Rights
- Human Values – Dignity, liberty, equality, justice, unity in diversity
- Meaning and significance of Human Rights Education

Unit: 2 = United Nations and Human rights

- Brief history of human rights – National and International perspectives
- Universal Declaration of human rights in brief
- United Nations and Human rights – duties and limitations

Unit: 3 = Human Rights – Enforcement Mechanism in India

- Human Rights Act – 1993
- Human Rights Commission – role and objectives
- Judicial organs – Role of Supreme court and High court in brief

Unit:4 = Role of Advocacy Groups

- Role of educational institutions
- Role of press and media
- Role of NGOs.

**Suggested Readings:**

1. V. C. Pandey, Value Education and Education FOR Human Rights.
2. Sarat C Joshi, Global Trends in Human Rights Education.
3. Surender Kumar, Human Rights Education.
4. Human Rights in Education Perspectives and Imperatives Celebration at NIEPA 10<sup>th</sup> December 2001.
5. C. Naseema, Human Rights Education: Theory and Practice.
6. Jagdish Chand, Education for Human Rights.

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